

## THE USE OF INFORMATION GAP METHOD IN SPEAKING CLASS AT MTS RIYADLUL MUHTADIN PEGANTENAN PAMEKASAN IN THE ACADEMIC YEAR OF 2018/2019

**By:**

Syarif Hidayatullah and Tjitra Ramadhani  
Prodi Pendidikan Bahasa Inggris  
FKIP, Universitas Madura

Jl. Raya Panglegur Km. 3,5 Tlanakan, Pamekasan, Madura, 69371

e-mail: dhanitj83@gmail.com

Ponsel: 082330812463

### **Abstract:**

This study is focus on the implementation of information gap method and the students` response to the implementation of information gap method in teaching speaking skill by one english teacher who taught twenty one students in IX IPS class at MTs Riyadlul Muhtadin Pegantenan Pamekasan. This study was aimed to describe the the use of Information Gap method in teaching speaking by considering the implementation of group work, choosing interesting material and applying some procedures, then they did the activities consisted of incomplete information in the form of text. Then each groups performed asking and question in front of the class to completing the task. This study also describe the students` response to Information gap method, there were 90.47 % of the students were attracted to learn by using Information Gap Method. Furthermore, the information-gap activities could grab the students` attentions, make them enjoyed the material during the class, and enthusiastically joined the teaching and learning activities.

**Keywords:** information-gap activities, speaking skills

English is one of international languages and a foreign language which is used in most countries in the world as a means of communication to talk and to get information. In some countries, English has become a second language for its people because the role of English as an international language of communication is very important in various sectors and in Indonesia as we knew that English is as foreign language that many people and

students in Indonesia still have difficulties in process acquiring this language.

Since English is spoken around the world and as international language, the board of education in Indonesia sees English as an important foreign language to be taught in a school as a compulsory subject in all levels of education especially in University. One of the objectives of the course is to understand the language skills.

In the learning of speaking, the students often find some problems. The

problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of lack motivation to practice the second language in daily conversation. They are also too shy and afraid to take part in the conversation.

The problems mentioned above are also found in students at MTs Riyadlul Muhtadin Pegantenan Pamekasan. The teacher in speaking class mostly focused on students' worksheet, so then the activities were teacher-centered. The students just listen to teacher explanation and have no chance to perform their language skill. moreover, they are not confident to speak English in front of the class because lack of students' self confidence to speak English and they still felt afraid of making mistakes when they wanted to produce English orally. Beside that, Harmer (2001:272) state as follow:

One of the reasons that discussions fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.

Based on the phenomena above, the researcher tries to find an effective solution in teaching speaking class. The activities should communicative, enjoyable, motivate

students and should make students have a desire to communicate with each others in the classroom, so that the learning will be successful and the students can enthusiastically engage on learning process.

Information Gap is proposed as the one of the techniques that can be used as a way to make communicative learning that can be used to break the boring and monotonous situation in the teaching English and particularly in learning speaking. As Harmer (2001:85) revealed that in communicative learning activities, students should have a desire to communicate something with others. They should be focused on the content of what they are saying or writing rather than on a particular language form. Therefore, one of keys to enhancement of communicative purpose and desire to communicate is the information gap method.

Information gap activities are useful activities in which one person has information that the other lacks. They must use the target language to share the information. This definition is supported by Thornbury (2005: 80) as he states that there is a knowledge gap that can only be bridged by using language. The students have to communicate in order to achieve the task outcome.

Afterwards, here are some definitions of Information Gap. Pollard

(2008:34) defined information gap as follows:

Each student in the group has some information required to complete the task or activity; the aim is to share the information and to complete the task. Students don't know what the others are going to say; and as such it imitates real life conversation.

Richards (2006: 18) also states that information gap refers to the fact that in real communication, people normally communicate in order to get information they do not possess. Information gap by its characteristics focuses on the information and prioritizes the communicative interaction as Brown (2001: 185) declares that, information gap has two characteristics. The first one is that information gap focuses on the information and not on language forms. Second, information gap prioritizes the communicative interaction in order to reach the objective.

It can be seen from the explanation above that information-gap activities are a group work, in which two students will be asking each other questions to which they do not know the answer; these questions are called referential questions. The goal of the activity is to discover certain information, whether about the other person or related to a specific activity in order to complete the task. Therefore, information-gap activities are often used in

teaching speaking by the teachers across the nations.

Information gap activities help the teacher to make the students have a desire to communicate with others. Information gap activities are included in the communicative tasks that help the students to explore their skills. Harmer (2001:272) said that information gap is a game activity which is designed to provoke communication between students frequently. By using information gap activities the students are expected to have a desire to communicate with others so that students actively collaborate with classmates to achieve the activity's goal, as Harmer (2001:85) also stated that in communicative learning activities, students should have a desire to communicate something with others. They should be focused on the content of what they are saying or writing rather than on a particular language form. Therefore, one of the keys to enhancement of communicative purpose and desire to communicate is the information gap activities.

## **METHOD**

This research study is used as a qualitative research method. This research is aimed to describe the implementation and find out the students' responses of the information gap method which was implemented by the English teacher in IX IPS class at MTs Riyadlul Muhtadin Pegantenan Pamekasan.

. Fred & Perry (2005:76) defined qualitative research as follow:

Any study that is done in a real-life setting, involving intensive holistic data collection through observation at a close personal level without the influence of prior theory and contains mostly verbal analysis, could be classified as a qualitative study.

Based on the explanation above, the study was aimed to describe the use of information gap in IX IPS class at MTs Riyadlul Muhtadin Pegantenan Pamekasan. Then planned the reasearch and implemented the actions after that evaluated and reflected the actions in systematic way.

The subject of the research was twenty one students in IX IPS class at MTs Riyadlul Muhtadin Pegantenan Pamekasan. The writer selected that subject because the subject have difficulties in learning english especially in speaking skill and proposed a strategy to use in learning process by using information gap method.

Creswell (2012:09) earned that collecting data means identifying and selecting subjects for a study, obtaining their permission to study them, and gathering information by asking the subject questions or observing their behaviors. "The most common data collection methods used in qualitative research are (1) observation, (2) interviewing, and (3) document or artifact analysis." (Ary Et al., 2010:424) In

collecting the data, the teacher of grade IX IPS which had role as the teacher, implemented the information gap method while the writer had role as observer, sitting in the corner of the class helped the teacher managing the class if needed. After the implementation of information gap method, the writer gave questionnaire to the students in order to know the students` response about teaching and learning process by using of information gap method.

The firts step to collect the data is by class observation. The writer applies observation checlists form. It is uses to obtain the data by directly observing toward teacher and and student activity, the behaviors, and the interactions. observation checklists were used to check the researcher`s way of teaching and implementing the technique. The observation checklists were completed by the collaborator by giving a tick to the statements describing the teaching learning process which had been conducted

. The writer used observation checlists form to keep the discussion on the right topic. The writer`s rule in this study as participant as observer stance, "the observer actively participates and becomes an insider in the event being observed so that he or she experiences events in the same way as the participants." (Ary Et al., 2010:433). The purpose of using this instrument is to find out how the english teacher

implemented the information gap method to the students and how students' response to the Information gap method.

The writer also uses questionnaire form to collect data. The purpose of giving questionnaire in this research was to gather information from the students about they interested in learning by using Information Gap Method.

A questionnaire was given to gather information from the students based on their needs, interest, like and dislike about teaching and learning process and about the students' opinion on the speaking class using Information Gap

The questionnaire was used to find out:

- a. The ability and problem faced by the students in speaking activities.
- b. The students interested in learning by using Information Gap Method used in the lesson.
- c. The students impression after completing tasks in group work.
- d. The students understanding of the material that has been taught by using Information Gap Method.

To obtain some information from students, the writer look in their answer on the questionnaire.

Then the writer make a conclusion while being in the research field after the data collected. Conclusion is made from analyzing decriptive reading based on the

happen phenomenon when the research conducted and the evidences of the data collected. Drawing conclusion is made to enable the writer to find the answer of the problem of this research.

## **RESULTS AND DISCUSSION**

The research findings obtained from the observation, questionnaire, and interview. Observation was used to get the data of teaching speaking by using Information Gap Method and the questionnaire as primary data used to know the students' responses after being taught by Informtion Gap Method. The observations were done on February 16th, August 2018

On 6th August 2018, the writer asked permission to the headmaster, affter getting the permission from the principals, the writer then was given a class of which students would be the subjects of the research. It was IX IPS, of which the members of the class were 14 female students and 7 male students. The writer then met with the english teacher who taught IX IPS class. To understand the classroom condition, the writer interviewed the english teacher before entering the classroom. The writer asked the teacher whether teacher had ever applied Information Gap Mathod or not. When the teacher said no, the writer could observe the class activity which was taught without using Information Gap method in teaching

speaking. The information Gap method applied in the next meeting after the teacher taught the material. The writer did not teach the students. The writer came to the class as an observer but if needed by the teacher, the writer helped the teacher managing the class condition. For collecting the data, the writer took two meetings.

In the first meeting on Wednesday, 8th August 2018, the teacher taught the student about Comparative adjective and Superlative adjective in speaking skill without using Information Gap method. The teacher is allowed to carry out the teaching and learning process as usual accordance with the lesson plan and materials, such as reviewed the lesson in the previous meeting, gives the material and tells the topic, students doing the task and perform the dialogue in the class, and teacher resumed materials on that day

In the second meeting on Thursday, 9th August 2018, the teacher taught the student about Comparative adjective and Superlative adjective in speaking skill with using Information Gap method. The lessons are certainly taught in different way from before because the teacher used Information gap method. In the very first session, the teacher do things like he used to do in everyday such as greeted the students, checked attendant list, and reviewed the lesson which had been discussed in the previous meeting. After

that, the teacher told the students that they would use Information Gap method in teaching the materials. The teacher then explained that this method is a kind of cooperative learning and also active learning method, so they will work in pairs or in groups. The teacher leads the class activity and dividing students into groups while the writer helped the teacher in managing the class situation. The teacher then gave the task in paper and instruction. Next, he gave time to the students to translate the text and understand the meaning. To completed the task, students had to do asking and answer to his partner that have different papper. After a few minutes, teacher ordered the students to perform in front of the class. The best group will receive rewards to make the students more motivated and enthusiastic in doing the activities.

In order to know the students' responses towards the teaching and learning process by used information gap method, the writer use questionnaire. The questionnaire was given at the end of the learning Process of the Method. From the result of the questionnaire, eighteen from twenty one students (85.71%) claimed that they have sense of togetherness and responsibility that had been created from this group learning, fifteen from twenty one students (71.42%) believe that information gap method can help them in understanding the material, and nineteen of twenty one

students (90.47 %) were interested to Information Gap method which was just implemented by the teacher.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the research and the data analysis above, the researcher can give conclusions that the teacher and students' activities in the implementation of Information Gap method can be stated that the teacher activities in applying the Information Gap method succeeded. The teacher implemented the information gap method as groupwork activity, gave each group task by doing question and answer with the student's friend in the same group as partner. After that, student from each group then performed asking and question in front of the class to solve the task. The teacher then gave evaluation to students performed, corrected the students pronunciation and gave reward to the best group performance to make them more motivated and enthusiastic in joining the teaching and learning activities.

While From the result of the questionnaire, nineteen of twenty one students (90.47 %) were interested to Information Gap method which was just implemented by the teacher, since they could help their sense of unity, responsibility and self-confident by helping each other in their group. They could also

solve their task or job easily when they worked in groups.

### **Suggestion**

Having known the result of research, the researcher suggests for English teachers that Information-gap activities can be a good technique for teaching English, especially for improving the students' speaking skills. It can be used to teach certain topic or language use in fun and interesting ways. Another suggestion addressed to the next researcher, The researcher suggests conducting in any longer stretch of time in order to be more reliable and give profound result. However, in conducting this research, there are some obstacles that appeared like the time and class management. The researcher hopes that the other researchers who will conduct the same research can consider that and try to avoid it. Thus, the researcher also hopes that this research can be used as one of references for other researchers who conduct the similar research study. On the other hand, this method can be varied with other methods and in other subjects. This research can be used to be the basic of research by using other strategy and subject.

### **REFERENCES**

Arry, D., Jacobs, L. C., Sorensen, C., & Razafieh, A. 2010. *Introduction to Research Education* (Eighth Edition). Canada: Wadsworth Cengage Learning.

- Brown, H. Douglas. 2001. *Teaching by Principles*. New York: Longman.
- Brown, H. Douglas. 2007. *Principles of Language Learning and Teaching*. New York: Longman.
- Creswell, J. C. 2012. *Educational Research* (Fourth Edition). Lincoln: Pearson Education, Inc.
- Fred L. & Perry, Jr. 2008. *Research In Applied Linguistics*. London: Lawrence Erlbaum Associates, Inc.,
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching* (Third Edition). London: Longman.
- Krashen, Stephen. 2009. *Principles and Practice in Second Language Acquisition* (Internet Edition). California: University of southern California.
- Nunan, David. 2003. *Practical English Language Teaching*. Cambridge: McGraw Hill.
- Pollard, Lucy. 2008. *Lucy Pollard's Guide to Teaching English*.
- Ricards, J. C. 2006. *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.
- Ricards, J. C., & Schmidt, R.. 2002. *Longman Dictionary of Language Teaching & Applied Linguistics*. London: Pearson Education Limited.
- Thornbury, Scott. 2005. *How to Teach Speaking*. New York: Longman.
- Sugiono. 2009. *Metode Penelitian Pendidikan Pendekatan Kualitatif kuantitative, dan R&D*. Bandung: Alfabeta
- Sunarti. 2012. *The Use of Picture Games to Improve Speaking Skill at The Seventh Grade Students of SMPI NurulHuda Bangkalan*. Unpublished thesis. Pamekasan. FKIP. Madura University.